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ABSTRACT

Designed to evaluate organizational effectiveness in the education practicum at the University of Alberta, this study had three purposes. The first was to apply the concepts of organizational effectiveness to the design and administration of relevant evaluation instruments. The second was to conduct a pilot-test of items that might be incorporated in instruments used in a more formal evaluation. The third was to contribute to the base-line data in the ongoing evaluation of the practicum program. Information was collected through questionnaires from individuals directly involved in the planning or administration of the practicum. Researchers concluded that a conceptual framework drawn from the literature on organizational effectiveness is of value in evaluating programs of the kind considered in this report. The study also succeeded in identifying items that might be used in more formal evaluations. Finally, in spite of some limitations, the study contributed base-line data with implications related to goals of the practicum, roles of cooperating teachers, adaptability of schools in coping with change, and the relationships between the faculty of education and other organizations. One important need identified was the need to modify, clarify, and communicate the roles of persons involved in the practicum. Companion publications examine other aspects of the teacher preparation program. (Author/JM)

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FACULTY OF EDUCATION
PROGRAM EVALUATION REPORT
NUMBER 2

ORGANIZATIONAL EFFECTIVENESS IN THE EDUCATION PRACTICUM PROGRAM 1977-1978

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EWR
GRB
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CHAPTER 1

THEORETICAL BACKGROUND AND METHODOLOGY

This report describes a study in which an evaluation of the practicum program was undertaken within a framework derived from the literature on organizational effectiveness. The development of this framework, as well as the design and pilot-testing of instruments, was a project in a doctoral seminar conducted in the Department of Educational Administration at the University of Alberta.

This chapter consists of a statement of purposes of the study, a short review of theory related to organizational effectiveness and a summary of the methodology and limitations. Chapter 2 provides an analysis of data while Chapter 3 summarizes the major findings and implications.

PURPOSE OF THE STUDY

The purposes of the study were (1) to apply the concepts of organizational effectiveness in the design and administration of

instruments in a situation of current interest in education, (2) to conduct a pilot-test of items which might be incorporated in instruments used in a more formal evaluation, and (3) to contribute to the pool of base-line data in the ongoing evaluation of the practicum program.

THEORETICAL BACKGROUND

The relevance of theory in organizational effectiveness to an evaluation of the practicum program is relatively easy to establish. The goals of the Faculty of Education (1978) include that of "providing preparation programs for teachers." An evaluation of the practicum, an important component of these preparation programs, must clearly involve some assessment of how effective the organization (Faculty of Education) has been in achieving this goal.

Organizational Effectiveness: An Elusive Concept

Much has been written on the need to make organizations more effective but, as Steers (1976) has concluded, there is a lack of agreement on the meaning of organizational effectiveness, on what criteria its assessment should be based, and how it may be attained. Dubin (1976:7) illustrated two meanings, depending on whether one viewed the organization from inside or outside:

> The inside perspective of an organization is a typical managerial viewpoint. The fundamental question asked about organizational effectiveness is whether the resources invested are utilized efficiently. . . . A radically different view of organizational effectiveness considers the output of the organization, which is evaluated for its contribution to the larger society. . . .

One view stresses efficient resource utilization; the other emphasizes social utility.

The lack of consensus on criteria for assessing effectiveness was illustrated by Steers (1975) whose analysis of seventeen models found only one criterion, adaptability-flexibility, which was mentioned in more than half of the reported studies. Criteria which have been included in effectiveness studies, either singly or in combination, include: profit, productivity, satisfaction, adaptability-flexibility, control over external environment, absence of organizational strain, employee retention, open communication and survival.

Two General Approaches

Most writers have identified two general approaches to effectiveness. The goals approach defines effectiveness in terms of goal achievement, with Campbell (1976:31) describing it in the following terms:

> . . . the goal-centered view makes a reasonably explicit assumption that the organization is in the hands of a rational set of decision makers who have in mind a set of goals which they wish to pursue. Further, these goals are few enough in number to be manageable and can be defined well enough to be understood. Given that goals can be thus identified, it should be possible to plan the best management strategies for attaining them. Within this orientation, the way to assess organizational effectiveness would be to develop criterion measures to assess how well the goals are being achieved.

The system resources approach defines effectiveness in terms of the ability of the organization to exploit its environment in the acquisition of scarce resources. Campbell (1976:31) described it in these terms:

> The natural systems view appears to make the assumption that if an organization is of any size at all, the demands placed upon it are so dynamic and so complex that it is not possible to define a small number of organizational goals in any way that is meaningful. Rather, the organization adopts the overall goal of maintaining its viability or existence without depleting its resources. Thus, to assess an organization's effectiveness, one should try to find out if an organization is internally consistent within itself, whether its resources are being distributed judiciously over a wide variety of coping mechanisms, whether it is using up its resources faster than it should and so forth.

The systems resource approach may include the collection of information related to the nature of organizational communications, job satisfaction, and conflict among members of the organization.

Steers (1977:51) attempted a resolution of the different approaches by adopting a process model and defining effectiveness as ". . . an organization's capacity to acquire and utilize its scarce and valued resources as expeditiously as possible in the pursuit of its operative and operational goals."

Linkages

One form of the system resources approach which lends itself to an analysis of the practicum program is that concerned with organizational linkages. The exploratory stages of the present study resulted in the identification of a wide array of organizations associated directly or indirectly with the program: Departments of Education and Advanced Education and Manpower, Alberta Teachers' Association, Alberta School Trustees Association, as well as school systems at both central office and building levels. Linkages between these organizations and the Faculty of Education had their focus in a Practicum Committee of persons representing their parent institutions.

A review of literature related to organizational linkages was considered important in the development of a theoretical basis for this pilot study.

Marrett (1971:85) defined organizational relations as ". . . a variety of connections between formal groups" and identified five approaches to investigations in this field. One, the relational properties approach, examined the linkage between organizations or systems along each of four dimensions: formalization, standardization, intensity and reciprocity. Andrews (1978: 35) reduced these to three: (1) formalization, as indicated by the formality of the agreement establishing the relationship, the formality of coordination, and the standardization of procedures; (2) intensity, as indicated by frequency of interaction and the relative resource investments required by the relationship; and (3) reciprocity, as indicated by the degree to which resources are mutually exchanged and the degree to which the terms of the interaction are mutually agreed. In his study of cooperative education programs in the health services field, Andrews (1978:278) found support for the generalization that high formalization, standardization, and relative resource commitment are associated with high measures of organizational effectiveness.

Adaptability-Flexibility

Measures of adaptability and flexibility were the most frequently-mentioned indicators in the various studies of organizational effectiveness. Campbell (cited by Steers, 1977:41) defined adaptability-flexibility as:

> . . . the ability of an organization to change its standard operating procedures in response to environmental changes, to resist becoming rigid in response to environmental stimuli.

In a systems view, the capacity of an organization to respond to environmental changes is determined by the nature of its "adaptive subsystem," an entity defined by Katz and Kahn (1978:55) as a structure which is:

> . . . specifically concerned with sensing relevant changes in the outside world and translating the meaning of those changes for the organization. There may be structures which devote their energies wholly to the anticipation of such changes.

The Practicum Committee of the Faculty of Education was identified in the exploratory stage of the study as being a key element in the adaptive subsystem.

The use of committees in the practicum program required consideration of theory related to temporary systems, defined by Hopkirk (1977:5) as:

> . . . an organizational form designed to complete a task, solve a problem or bring about a condition. The system from its inception [is] known to be of limited duration and the criteria for dissolution [are] known to the membership.

The Practicum Committee was considered an example of a "collateral" temporary system in that members worked in formal organizations on a regular basis but were seconded to work on the committee on a part-time basis.

Hopkirk used a model developed by Steiner (1972) to classify the characteristics of temporary systems according to task demands, resources, process and productivity. In his study of collateral temporary systems in education, Hopkirk found evidence to support the generalization that effectiveness is associated with adequate resources, well-defined task demands, facilitative processes and a specific product.

Environmental Dependency

An open systems perspective on organizational effectiveness includes the notion that organizations are dependent in varying degrees on their environments for scarce resources (inputs) and for utilization of outputs (product markets). Osborn and Hunt (1974:234) described environmental dependency as ". . . the degree to which a system relies upon specific elements in the environment for growth and survival. . . ."

The literature on environmental dependency and on boundaries between organizations stresses the importance of "boundary-spanning" activities such as meetings, telephone calls and letters. Osborn and Hunt (1974:241) found evidence in a study of twenty-six small social service organizations that interorganizational interaction was "positively and significantly related to effectiveness." This boundary-spanning or interaction may be regarded as an important component of an organization's capacity for adaptation.

The Individual and the Organization

An organization may be viewed as a system of roles, with smooth functioning of the organization dependent on individuals having (1) some degree of certainty about what other members expect of them (role accuracy), (2) some sense of certainty about how to meet these expectations (role clarity), and (3) agreement with others about what the expectations should be (role consensus). Greene and Organ (1973:95) concluded that ". . . individual activities cannot be coordinated toward organizational goals without role accuracy, clarity and consensus."

Two variables related to role have been used in a number of

studies of effectiveness. Role conflict was defined by Kahn et al. (1964:19) as ". . . the simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make difficult compliance with the other," while role ambiguity was defined (Kahn et al., 1964:25) as ". . . the degree to which required information is available to a given organizational position." The various studies have consistently shown a strong relationship between each of these variables and indicators of effectiveness such as job satisfaction, confidence in the organization, and job-related tension. Role ambiguity has emerged as the more pervasive of the two variables. A questionnaire developed by Rizzo, House and Lirtzman (1970) has been validated and used in these studies.

A Framework for the Study

The review of theory set out above illustrates the elusive nature of the concept of organizational effectiveness, with many criteria being adopted, either singly or in combination, for each of the goals and system resources approaches. A decision was made to adopt no single approach in this study. The eclectic nature of the framework is demonstrated in Table 1. For the goals approach, information was sought related to actual and preferred goals as well as perceptions of the extent to which goals have been achieved. For the system resources approach, indicators included perceptions of efficiency, role conflict and role ambiguity, adaptability-flexibility, satisfaction, and three dimensions for the linkages concept. The various instruments prepared for the study drew on these aspects of the theoretical background in order to meet the first purpose of the study; namely, to apply the

Table 1

Theoretical Background for Study in
Organizational Effectiveness

Approach to Effectiveness	Aspect Incorporated in Study
Goals	1. Actual and Preferred
	2. Achievement
System Resources	1. Satisfaction
	2. Adaptability-Flexibility - adaptive subsystem - temporary systems - boundary spanning
	3. Linkages - formalization - intensity - reciprocity
	4. Roles - role ambiguity - role conflict
	5. Efficiency

concepts of organizational effectiveness in the design and administration of instruments.

COLLECTION OF INFORMATION

This study was subject to the constraints to be expected in a doctoral seminar having a specific theoretical focus and limited time for the collection of data. These constraints resulted in a number of delimitations with respect to the collection of information and limitations on the generalizability of the findings.

Selection of Respondents

Information was collected from individuals in categories identified in an exploratory investigation as being directly involved in the planning and/or administration of the practicum programs. These categories were senior faculty members, faculty consultants, cooperating teachers, principals, student teachers, central office administrators in school systems, and officials of the Department of Education, Department of Advanced Education and Manpower, the Alberta School Trustees Association, and the Alberta Teachers' Association. Constraints of time required the selection of school personnel in the Edmonton area and the personal delivery and collection of questionnaires. Faculty consultants and student teachers were selected from those engaged at the junior and senior high school level only in order to provide some basis of comparison which would include graduate students who supervised student teachers at those levels only.

Table 2 summarizes the different groupings of respondents, response rates and those aspects of the theoretical background incorporated in the various questionnaires.

Table 2

Bases of Selection, Rates of Return and Theoretical Framework for Respondents Receiving Questionnaire

Category	Groups	Basis of Selection	Number Receiving Instruments	Number of Returns	Aspects of Theoretical Framework Included in Instrument
Faculty Consultants	Faculty Members	Half of all secondary	15	11	Linkages,
	Practicum Associates	All	7	3	roles, goals,
	Graduate Students	Half of all (secondary only)	20	9	satisfaction,
	External Consultants	Half of all secondary	16	9	efficiency
	Total		58	32	
Cooperating Teachers	Elementary Schools	All in 2 public, 2 separate	33	28	Linkages,
	Junior High Schools	All in 3 public, 1 separate	44	36	roles, goals,
	Senior High Schools	All in 3 public, 4 separate	108	75	satisfaction,
	Total		185	139	efficiency
Principals	Elementary Schools	All in 2 public, 2 separate	4	4	Linkages,
	Junior High Schools	All in 3 public, 1 separate	4	4	goals,
	Senior High Schools	All in 3 public, 4 separate	7	7	adaptability-flexibility
	Total		15	15	
Student Teachers	B.Ed. Sec. (4 yr.)	All students in 4 classes	51	33	roles (excluding
	After Degree (2 yr.)		24	24	ambiguity and conflict),
	Total[a]		75	57	goals

[a]49 of 57 respondents included in analysis of data. Elementary students deleted from PDAD to produce homogeneous groups.

Instrumentation

Most information was collected using questionnaires. Semi-structured interviews were also used with central office administrators, senior faculty members, and officials of government departments and the Alberta Teachers' Association. Items in these instruments were largely derived from the theoretical background in organizational effectiveness outlined above. The eleven students in the doctoral seminar worked singly or in pairs to write items.

Validity and Reliability

Items included in the various instruments were subject to the scrutiny of course instructors. This review constituted the only test of content validity for those items which had not been used in previous studies. Items related to organizational linkage, temporary systems, role ambiguity and role conflict were adapted from those used in previous studies. No tests of reliability were undertaken.

Limitations

The procedures adopted for the collection of information led to major limitations with respect to the generalizability of the findings. These limitations were, in particular, a consequence of a lack of uniformity in selection procedures (some categories exclusively secondary, others consisting of elementary and secondary groups), and the lack of randomness in the selection of some respondents (cooperating teachers and principals were from schools with the largest numbers of cooperating teachers). These delimitations, together with limited attempts to establish validity and reliability, suggest that generalizations should be made with extreme caution.

The limitations outlined above suggested the use of descriptive statistics only in the analysis of data, with no tests of statistical significance serving as the basis of inferences. Comparisons in the analysis involved the notion of "important" differences determined on the basis of criteria related to the items under consideration; for example, by reference to the descriptors associated with the numbers included in a particular scale. Any comparisons in the analysis apply only to the particular groups of respondents from whom information was collected.

CHAPTER 2

ROLES, GOALS, AND INTERORGANIZATIONAL RELATIONSHIPS

This chapter provides an analysis of the data collected in the study. The organization of the chapter follows the major components of the theoretical framework outlined in Chapter 1, with emphasis given to the roles of cooperating teachers and faculty consultants, perceived and formally-stated goals, attainment of objectives, selected measures of effectiveness in the system resources approach and interorganizational relationships.

CHARACTERISTICS OF COOPERATING TEACHERS AND FACULTY CONSULTANTS

Past and Future Involvement

Table 3 summarizes the experience and anticipated future involvement in the practicum of cooperating teachers and faculty consultants. A majority of persons in each category had five years' previous experience or less. Among the cooperating teachers, senior

Table 3

Past Experience and Anticipated Future Involvement in Practicum of Cooperating Teachers and Faculty Consultants

Category	Group	N	Years of Experience in Practicum (%)				Anticipated Involvement (%)	
			<1	1-5	6-10	>10	Yes	No
Cooperating Teachers	Elementary	24	22	57	4	17	91	9
	Junior High	36	26	51	9	14	97	3
	Senior High	79	21	31	34	14	96	4
	Total	139	22	40	23	15	96	5
Faculty Consultants	Prac. Assoc.	3	67	0	0	33	33	67
	Faculty	11	0	27	36	36	82	18
	Grad. Studs.	9	89	11	0	0	0	100
	External	9	33	56	0	11	88	13
	Total	32	41	28	13	19	61	39

high respondents were typically more experienced than their elementary and junior high counterparts while among the faculty consultants, the majority of faculty members had six years of experience or more. Most practicum associates[1] and graduate students reported less than one year of experience.

Differences between and among categories were apparent with respect to anticipated future involvement. More than ninety percent of each group of teachers anticipated involvement in the future compared with an average of sixty-one percent of faculty consultants. Among the latter, more than eighty percent of faculty members and external consultants expected to be involved compared with thirty-three percent of practicum associates. No graduate students expected to be involved in the next year.

Characteristics of Cooperating Teachers

Principals were asked to give their perceptions of the proportion of staff willing to serve as cooperating teachers. Sixty-seven percent of principals indicated that more than half of their teachers were willing. Principals also gave their perception of the factors associated with the willingness of staff to serve. Most principals considered experience, competency and personality factors to be the major factors. Few principals attached much weight to professional training and the number of years of experience in the school. On a related item, practicum associates gave their perceptions of the

---

[1]The position of Practicum Associate was established in 1977-78. Practicum associates are seconded by the Faculty of Education from local school systems, typically for one-year terms.

characteristics used in selecting cooperating teachers. The responses pointed to qualifications, availability and experience as the important factors, with lesser attention given to recommendation and expertise.

THE NATURE OF THE PRACTICUM EXPERIENCE

The majority of cooperating teachers at each level reported that student teachers spent between one-half and three-quarters of the available time in actual instructional activities. Student teachers reported a weekly mean of 13.9 hours of involvement with groups consisting of 20 or more students, 6.8 hours with 10-19 students, 5.4 hours with 2-9 students and 5.7 hours with students on an individual basis.

Preparation for the Experience

Cooperating teachers, faculty consultants and student teachers were asked to rate the preparation of student teachers in each of nine areas for experiences of the kind outlined above. The responses are summarized in Table 4. In general, no important differences were apparent between and among the different categories of respondents. Using the criterion of mean ratings less than three on the five-point scale, only practicum associates and external consultants consistently gave low ratings, with mean ratings for the nine areas of 2.74 and 2.81 respectively.

The two highest and two lowest means for each group of respondent are indicated in Table 4 by the underlining of entries. An examination of the two highest ratings reveals that the highest levels of preparation were consistently perceived for knowledge of course content and interpersonal skills. In all but two instances the mean

Table 4

Rating of Preparation of Students for Practicum Experiences

Respondents			Mean Rating[a]									
Category	Group	N	Course Content	Curricu-lum	Method-ology	Learning Theory	Class-room Routines	School Organi-zation	Control and Discipline	Inter-personal Skills	Evalu-ation Skills	Mean for all Areas
Cooperating Teachers	Elementary	24	3.00	2.68	3.64	3.55	3.09	3.32	3.05	3.77	3.55	3.26
	Junior High	36	3.36	2.86	3.17	3.23	3.00	2.77	2.73	3.58	3.32	3.11
	Senior High	79	3.60	3.00	3.31	3.34	3.40	2.97	3.39	3.74	3.43	3.37
	Total	139	3.44	2.91	3.28	3.35	3.24	2.98	3.16	3.71	3.42	3.28
Faculty Consultants	Prac. Assoc.	3	2.67	3.33	3.67	3.67	2.67	2.33	2.00	2.67	1.67	2.74
	Faculty	11	3.78	3.70	3.80	3.11	3.70	3.00	3.40	3.56	3.50	3.51
	Grad. Studs.	9	3.67	3.11	3.22	3.22	2.67	2.89	2.78	3.38	2.89	3.08
	External	9	4.00	2.67	2.78	2.78	2.33	2.25	2.33	3.44	2.67	2.81
	Total	32	3.70	3.19	3.32	3.10	2.90	2.70	2.77	3.38	2.90	3.10
Students	B.Ed. (4 yr.)	33	3.24	3.22	3.39	3.52	3.06	3.06	3.03	3.72	3.12	3.26
	After Degree	16	4.06	3.50	3.56	3.07	3.06	3.00	3.38	3.81	3.38	3.43
	Total	49	3.51	3.31	3.45	3.37	3.06	3.04	3.14	3.75	3.20	3.32

[a]Preparation in each area was rated on a scale from 1 (very inadequate) to 5 (highly adequate).

Underlined Entries: ____ indicates one of two highest means for group; ____ indicates one of two lowest means.

rating exceeded three on the five-point scale.

Examination of the two lowest ratings for each group reveals that certain areas of preparation were consistently considered to be weaker than others among the three categories of respondent. Cooperating teachers generally considered knowledge of curriculum and school organization to be weakest. Consistently low ratings were given by faculty consultants and student teachers for knowledge related to control and discipline, school organization, and classroom routines. In no instance, however, did the mean rating of an area by student teachers fall below three on the five-point scale.

Correcting Deficiencies in Preparation

Cooperating teachers, faculty consultants and student teachers were also asked to rate the extent to which the practicum proved helpful in overcoming deficiencies in preparation in the same nine areas discussed above. The results are summarized in Table 5. The responses suggest that all groups consider the practicum to be valuable in this regard, with the mean rating for all areas being more than 3.5 on the five-point scale for each group. Each group considered the practicum to be most helpful for overcoming deficiencies in preparation for managing classroom routines (mean greater than four in each instance.) Consistently high ratings were also given to the extent to which the practicum helped correct deficiencies related to control and discipline. These high ratings were given for areas which were consistently considered weak when respondents gave perceptions of areas of weakness in the preparation program.

Using the criterion of mean rating less than three, only one

Table 5

Perceptions of Extent to which Practicum Helped Correct Deficiencies

Respondents			Mean Rating[a]									
Category	Group	N	Course Content	Curricu-lum	Method-ology	Learning Theory	Class-room Routines	School Organi-zation	Control and Discipline	Inter-personal Skills	Evalu-ation Skills	Mean for all Areas
Cooperating Teachers	Elementary	24	4.15	4.24	4.15	3.55	4.35	4.15	4.40	3.84	3.84	4.07
	Junior High	36	3.68	3.82	4.06	3.21	4.18	4.18	4.12	3.50	3.79	3.84
	Senior High	79	3.71	3.64	3.87	3.33	4.06	3.72	3.78	3.65	3.71	3.72
	Total	139	3.77	3.79	3.97	3.34	4.14	3.92	3.97	3.64	3.75	3.81
Faculty Consultants	Prac. Assoc.	3	3.00	4.00	3.33	2.33	4.33	4.00	4.00	3.67	3.00	3.52
	Faculty	11	3.60	3.55	3.64	2.50	4.20	4.00	4.10	3.70	3.50	3.57
	Grad. Studs.	9	3.25	3.25	3.63	2.88	4.00	3.63	3.88	3.75	3.50	3.53
	External	9	3.56	3.89	3.67	3.44	4.22	3.89	3.78	3.89	3.67	3.78
	Total	32	3.43	3.61	3.61	2.87	4.17	3.87	3.93	3.77	3.50	3.61
Students	B.Ed. (4 yr.)	33	3.61	3.82	4.09	3.21	4.19	3.82	4.24	4.03	3.58	3.84
	After Degree	16	3.69	4.13	3.75	3.00	4.06	3.94	3.69	3.69	3.81	3.75
	Total	49	3.64	3.92	3.98	3.14	4.15	3.86	4.06	3.92	3.66	3.81

[a]Ratings were made on a scale from 1 (not at all helpful) to 5 (very helpful).

Underlined Entries: ____ indicates one of two highest means for group; ____ indicates one of two lowest means.

low rating was given; namely, by three of the four groups of faculty consultants for the extent to which the practicum overcame deficiencies related to knowledge of learning theory. This area was given the lowest mean rating by all groups.

ROLE OF COOPERATING TEACHER AND FACULTY CONSULTANT

Cooperating teachers and faculty consultants provided estimates of the amounts of time spent each week in assisting student teachers in (1) preparation of lessons, (2) post-analysis of lessons, and (3) other activities. The responses are summarized in Table 6.

With the exception of those at the elementary level, the majority of cooperating teachers devoted ninety minutes per week or more in preparation and post-analysis. Most elementary teachers spent sixty minutes per week or less on these tasks. With the exception of external consultants, who generally spent sixty minutes or more, most faculty consultants spent thirty minutes per week or less in assisting student teachers in the preparation of lessons. A majority of practicum associates and faculty members devoted thirty minutes to post-analysis while most graduate students and external consultants reported sixty minutes or more in this task area.

Student Perceptions of Role of Cooperating Teacher

Student teachers were asked to give their perceptions of the actual and preferred emphases given to selected activities by cooperating teachers. The responses summarized in Table 7 suggest that major emphasis (mean of 4.47 on a scale of 5) should be given to a discussion

Table 6

Mean Weekly Time[a] Spent with each Student Teacher by Cooperating Teachers and Faculty Consultants

Respondents			Preparation of Lessons (%)					Post-analysis of Lessons (%)					Other Activities (%)				
Category	Group	N	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Cooperating Teachers	Elementary	24	9	50	5	18	18	26	48	0	9	17	46	41	14	0	0
	Junior High	36	2	14	49	6	29	8	17	47	17	11	18	44	18	15	6
	Senior High	79	5	30	26	18	21	11	25	37	13	15	16	52	20	5	7
	Total	139	5	29	28	15	22	13	27	33	13	14	21	48	18	7	5
Faculty Consultants	Prac. Assoc.	3	67	0	33	0	0	67	0	0	33	0	67	33	0	0	0
	Faculty	11	82	18	0	0	0	55	36	0	9	0	73	18	9	0	0
	Grad. Studs.	9	67	33	0	0	0	44	44	0	0	11	44	33	0	11	11
	External	9	44	22	33	0	0	22	44	11	22	0	44	44	0	0	11
	Total	32	66	22	13	0	0	44	38	3	13	3	56	31	3	3	6

[a] 1 = 30 minutes or less
2 = 60 minutes
3 = 90 minutes
4 = 120 minutes
5 = 150 minutes or more

Table 7

Student Teachers' Perceptions of Actual and Preferred Emphasis Given to Selected Activities by Cooperating Teachers

Activity	Criterion[a]	Percentage Distribution					Mean	Difference A - P
		Little Emphasis 1	2	3	4	Much Emphasis 5		
Assisting the student teacher with lesson planning	P	4	19	32	32	13	3.30	-0.65
	A	22	31	16	20	10	2.65	
Observing lessons taught	P	0	10	31	33	27	3.76	-0.23
	A	2	10	39	31	18	3.53	
Discussing lessons following class	P	0	0	4	45	51	4.47	-0.67
	A	4	10	18	37	30	3.80	
Demonstrating teaching methods	P	4	10	29	37	30	3.59	-0.77
	A	20	20	29	18	12	2.82	
Evaluating performance	P	4	8	14	47	27	3.84	-0.02
	A	2	8	18	49	22	3.82	

[a] P = Preferred emphasis.
A = Actual emphasis.

of lessons following class. Means of more than three on the five-point scale were given on the preferred degree of emphasis for each of the other areas: assisting the student teacher with lesson planning, observing lessons taught, demonstrating teaching methods and evaluating performance.

Low emphases (means less than three on the five-point scale) were reported for assisting with lesson planning and demonstrating teaching methods. A discrepancy score was obtained by subtracting the mean for preferred emphasis from the mean for actual emphasis. The results suggest that student teachers prefer cooperating teachers to give more emphasis to the demonstration of teaching methods, assisting with lesson planning, and discussion of lessons following class (discrepancy scores of -0.77, -0.65 and -0.67, respectively). Discrepancy scores of -0.23 and -0.02 suggest that student teachers are relatively satisfied with the emphasis given to observation and evaluation, respectively.

Student Perceptions of Role of Faculty Consultants

Student teachers were also asked to give their perceptions of the actual and preferred emphases given by faculty consultants to the various activities discussed above. The results summarized in Table 8 reveal some interesting contrasts to those for cooperating teachers. Highest preferred emphasis (mean of 4.21) was attached to the activity of discussion of lessons following class, the same ranking accorded this activity for cooperating teachers. A low degree of emphasis (mean less than three on the five-point scale)

Table 8

Student Teachers' Perceptions of Actual and Preferred Emphasis Given to Selected Activities by Faculty Consultants

Activity	Criterion[a]	Percentage Distribution: Little Emphasis 1	2	3	4	Much Emphasis 5	Mean	Difference A - P
Assisting the student teacher with lesson planning	P	36	28	21	11	4	2.19	-0.38
	A	56	19	15	8	2	1.81	
Observing lessons taught	P	6	2	33	40	19	3.63	-0.69
	A	11	21	45	11	13	2.94	
Discussing lessons following class	P	8	0	4	46	42	4.21	-0.79
	A	8	17	19	38	19	3.42	
Demonstrating teaching methods	P	38	15	19	13	15	2.51	-0.53
	A	50	21	15	10	4	1.98	
Evaluation performance	P	6	8	19	33	33	3.79	+0.09
	A	4	8	19	33	35	3.88	

[a] P = Preferred emphasis.
A = Actual emphasis.

was preferred for the activities of assisting with lesson planning and demonstrating teaching methods.

Low emphases (means less than three) were reported for assisting with lesson planning, observing lessons taught and demonstrating teaching methods. Discrepancy scores suggest that student teachers prefer faculty consultants to give more emphasis to observation of lessons taught, discussion of lessons taught and the demonstration of teaching methods (discrepancy scores of -0.69, -0.79, and -0.53, respectively). The results also suggest that students would like more emphasis on the activity related to lesson planning (discrepancy score of -0.38) and that appropriate emphasis was given to evaluation (discrepancy score of +0.09).

THE GOALS APPROACH

The goals approach to a study of organizational effectiveness outlined in the theoretical framework was utilized in the study by seeking perceptions of (1) the goals of the practicum, and (2) the extent to which the formally-stated objectives of the practicum had been attained. The responses of the different categories of respondents are summarized below.

Goals

The following question was asked of cooperating teachers, faculty consultants and student teachers:

> The practicum may serve various purposes or goals. On the basis of your experience, what do you consider to be the goals of the practicum at the University of Alberta? Please list as many as you can in the space provided . . .

Constraints of time required that the analysis of responses be undertaken before all returns had been received. The analysis below is for 135 of 185 cooperating teachers receiving questionnaires, 25 of 58 faculty consultants and 36 of 75 student teachers.

Goal statements were derived as follows: 124 statements from the 538 goals listed by cooperating teachers, 42 from the 115 responses of faculty consultants, and 45 from the 128 responses of student teachers. Further content analysis reduced the total number of goal statements, each addressing a different concept, to 44. These statements, which are listed in the Appendix, may be grouped into six categories, each representing a broad purpose of the practicum:

1. Three goal statements represented the view that the practicum should provide information to facilitate decisions by the student regarding suitability for teaching, area and level of specialization, and program planning in future study at the University.

2. Two goal statements represented the view that the practicum should facilitate decisions by others regarding the potential of a student teacher and the "screening out" of those who are unsuited.

3. Seven goal statements focused on providing student teachers with an opportunity to gain an awareness of teaching in matters such as curriculum, ethics, differences among students, techniques of teaching, organization of a school and school system, and classroom routines.

4. Twenty-three goal statements represented the view that

the practicum should be concerned with the development of competencies in teaching. Each of these statements specifies a skill (for example, dealing with discipline problems, meeting individual needs, communication, use of audio-visual equipment) or an attribute (for example, professional qualities, positive self-image).

5. Three goal statements focused on providing students with an opportunity to practise in a real situation and to attempt a variety of teaching methods.

6. Six statements represented what may be considered secondary purposes. The beneficiaries in these instances were perceived to be individuals or groups other than student teachers, for example, providing cooperating teachers with information regarding educational trends and keeping faculty in touch with schools.

Two of the six broad purposes, involving thirty of the forty-four statements, may be viewed as components of a process-product relationship in the development of teaching competency. The seven goals which focus on gaining awareness may be considered process goals, or the first step toward the achievement of the twenty-three goals concerned with the development of competencies, which may, in turn, be considered as product goals. For example, "gaining awareness of individual differences" may be considered a prerequisite for "helping to develop skills in adapting objectives, methods and materials to meet individual differences."

Table 9 lists the goals cited most frequently by the different categories of respondents. A total of nine goals appear in this listing, with only two appearing in the top five for each

Table 9

Goals Cited Most Frequently[a] by Cooperating Teachers, Faculty Consultants and Student Teachers

Goal		Rank[b]		
Broad Purpose	Statement	CT N = 135	FC N = 25	ST N = 25
Decisions by Student	To provide the student teacher with a basis for determining his suitability for teaching	3	*	1
Decisions by Others	To screen out those individuals who are unsuited to teaching	*	*	5
Awareness of Teaching	To expose the student teacher to the organization, procedures and policies of schools and school systems	*	2	*
Development of Competencies	To help the student teacher learn the "role" of the teacher	*	*	4
	To help the student teacher develop his ability to deal with discipline problems in the classroom	2	4	*
	To help the student teacher increase his repertoire of teaching methods	5	*	*
Opportunity to Practise	To allow the student teacher to put theory into practice	4	1	3
	To provide the student teacher with an opportunity to practise teaching in a real situation	1	5	2
	To allow the student teacher an opportunity to "try out" a variety of teaching methods	*	3	*

[a] An asterisk indicates that the goal was cited but was not one of the five most frequently listed.

[b] CT = Cooperating Teacher, FC = Faculty Consultant, ST = Student Teacher.

category of respondent: "to provide the student teacher with an opportunity to practise teaching in a real situation" (ranked first, fifth and second by cooperating teachers, faculty consultants, and student teachers, respectively) and "to allow the student teacher to put theory into practice" (ranked fourth, first and third by cooperating teachers, faculty consultants, and student teachers, respectively). Three of the nine statements reflected the broad purpose of the development of competencies ("learn the 'role' of the teacher," "to deal with discipline problems in the classroom," and "increase . . . repertoire of teaching methods"). Five of the six general purposes are represented in the list with none of the "secondary" goals included.

In summary, this analysis has revealed a wide diversity among the three categories of respondents with respect to perceptions of the goals of the practicum. Forty-four concepts, representing six broad purposes, were identified. A lack of consensus on major goals may be indicated by the fact that nine different statements were included in the five goals cited most frequently by respondents in the three categories. The development of competencies emerged as a key purpose among the perceptions of respondents, with twenty-three of the forty-four goals specifying particular skills or attributes which should be developed in a practicum experience.

Comparing Perceived Goals with Formally-Stated Objectives

The Practicum Handbook (Faculty of Education, 1977) contained a number of objectives of the practicum program. These are set out below, with minor modifications,[1] with classification according to the broad purposes identified in the preceding section.

Decisions by Student

1. The education practicum program helps the student make meaningful decisions re his continuance in the teacher education program.
2. The education practicum program helps the student make meaningful decisions re his eventual placement in a teaching position.
3. The education practicum program prepares the student for further theoretical study.

Decisions by Others

1. The education practicum program provides the profession with a means for screening entrants into the profession.

Awareness of Teaching

1. The education practicum program introduces the student to the role of the teacher from a professional point of view.
2. The education practicum program helps the student appreciate the complexities of the teaching-learning process.

Development of Competencies

1. The education practicum program helps the student develop his basic teaching skills.

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[1] The need to include formally-stated objectives in the questionnaire item reported in the next section of the chapter required more concise phraseology for a number of objectives.

Opportunity to Practise

1. The present education practicum complements other facets of the teacher education program.

2. The education practicum program allows the student an opportunity to test theories and hypotheses which relate to the profession of teaching.

Secondary Purposes

1. The education practicum program provides a channel for ideas which improve both the cooperating school systems and the Faculty of Education.

These formally-stated objectives have their counterparts in the list of forty-four perceived goals except that concerned with the student teacher acquiring an appreciation for the complexities of the learning process. Each of the six broad purposes is also represented. The formal objectives include one broad statement related to the development of basic skills whereas respondents itemized twenty-three competencies for this purpose. In general, it is apparent that a high degree of congruence exists between the broad purposes identified among the perceived goals and the formally-stated objectives of the practicum program.

Attainment of Objectives

All respondents were asked to give their perceptions of the extent to which the formally-stated objectives of the practicum had been attained. These perceptions are summarized in Table 10, with mean scores calculated by assigning numerical values for the scale "not at all" (0), "to a small extent" (1), "to a moderate extent" (2), "to a great extent" (3), and "to a very great extent" (4). The two highest and two lowest means for each group of respondents are indicated with underlined entries.

Table 10

Perceptions of all Respondents on Attainment of Objectives[a]

Respondents			Decisions by Student			Decisions by Others	Awareness of Teaching			Opportunity to Practise		Secondary	
Category	Group	N	Suitability	Placement	Further Study	Screening	Role of Teacher	Complexity of Teaching	Development of Competencies	Complements other Programs	Test Theories	Channel of Ideas	Mean for All
Cooperating Teachers	Elementary	24	3.39	2.74	2.72	2.71	3.29	3.38	3.04	2.05	2.75	2.61	3.00
	Junior High	36	3.22	2.89	2.43	2.42	3.25	3.47	3.14	2.59	2.71	2.18	2.85
	Senior High	79	2.89	2.25	2.20	2.12	2.79	2.97	2.95	2.70	2.39	2.19	2.78
	Total	139	3.07	2.51	2.34	2.30	3.00	3.18	3.01	2.56	2.53	2.26	2.84
Principals	Elementary	4	3.25	2.75	2.00	2.75	3.00	2.50	2.50	3.00	2.50	2.00	2.62
	Junior High	4	3.00	2.75	2.25	2.50	3.75	3.75	3.50	2.67	2.25	2.75	2.92
	Senior High	7	3.00	2.83	2.17	2.71	2.86	2.86	2.86	3.00	2.86	2.21	2.79
	Total	15	3.07	2.79	2.14	2.67	3.13	3.00	2.93	2.92	2.60	2.53	2.78
Faculty Consultants	Prac. Assoc.	3	1.67	1.00	1.00	1.67	2.33	1.67	2.67	2.00	2.33	1.33	1.77
	Faculty	11	2.36	2.46	1.91	1.73	2.55	2.91	2.64	2.09	1.82	1.18	2.38
	Grad. Studs.	9	3.00	2.00	1.75	2.00	3.00	3.22	2.88	2.25	2.89	2.22	2.51
	External	9	3.50	3.11	1.89	2.11	3.33	3.56	2.78	2.89	3.00	2.33	2.84
	Total	32	2.77	2.39	1.77	1.91	2.87	3.06	2.74	2.36	2.50	1.81	2.49
Students	B.Ed. (4 yr.)	33	3.52	3.15	1.94	2.63	3.39	3.25	3.09	2.23	2.27	2.00	2.75
	After Degree	16	3.25	2.56	3.25	2.13	2.81	3.25	3.06	2.50	2.19	1.73	2.58
	Total	49	3.43	2.96	2.37	2.47	3.20	3.25	3.08	2.32	2.24	1.91	2.69
Senior Faculty Members[b]		4	2.25	2.75	1.75	2.00	2.25	2.50	2.25	2.00	1.75	1.50	2.05

[a] Mean scores calculated by assigning numerical values to perceptions of extent of attainment as follows:

Not at all	0	To a great extent	3
To a small extent	1	To a very great extent	4
To a moderate extent	2		

Underlined entries: ____ indicates one of two highest means in group; ____ indicates one of two lowest means.

[b] Dean, Associate Dean (Student Services), Associate Dean (Planning and Development), Assistant Dean (Practicum).

The results indicate that, with one exception, the mean rating by each group on all ten objectives lay in a range from two to three on the above scale, indicating attainment "to a moderate extent." The exception was for practicum associates whose mean rating of 1.77 indicated perceptions of a generally "small extent" of attainment. No important differences were apparent for these means for cooperating teachers, principals, faculty consultants and student teachers (range of means from 2.49 to 2.84). The mean on all ten objectives for senior faculty members was somewhat lower at 2.05.

An examination of underlined entries in Table 10 indicating the two highest means for each group of respondents reveals that top scores were consistently given for the achievement of three objectives: ". . . helps the student make meaningful decisions re his continuance in the teacher education program," ". . . introduces the student to the role of the teacher from a professional point of view," and ". . . helps the student appreciate the complexities of the teaching-learning process." Senior faculty members accorded top ranking to the objective ". . . helps the student make meaningful decisions re his eventual placement in a teaching position." Senior high cooperating teachers, practicum associates and faculty members gave a first or second ranking for achievement of the objective related to the development of basic teaching skills, perceived as a key purpose of the practicum by respondents.

An examination of underlined entries in Table 10 indicating the two lowest means for each group of respondents reveals that low scores were quite consistently given for the achievement of three

objectives: ". . . prepares the student for further theoretical study," ". . . provides the profession with a means for screen entrants into the profession," and ". . . provides a channel for ideas which improve both the cooperating school systems and the Faculty of Education."

THE SYSTEM RESOURCES APPROACH

Respondents provided information on other indicators of effectiveness identified in the theoretical background. In addition to a general rating of effectiveness in their roles, these indicators were satisfaction, efficiency, ambiguity and role conflict, and adaptability/flexibility.

Satisfaction

Cooperating teachers and faculty consultants indicated the extent of their satisfaction with their roles in the practicum. The responses summarized in Table 11 suggest no important differences between the satisfaction levels of these respondents. The mean scores of 5.00 and 5.25 on a seven-point scale for cooperating teachers and faculty consultants, respectively, suggest a high degree of satisfaction.

Examination of differences within categories reveals that junior high teachers had the highest level of satisfaction among cooperating teachers, with a mean of 5.75 compared to their elementary and senior high counterparts, with means of 5.00 and 5.09 respectively. The highest level of satisfaction among faculty consultants was reported by external consultants (mean of 6.00), while the lowest levels were those of practicum associates (mean of 4.00) and faculty members (mean of 4.46).

Table 11

Satisfaction of Cooperating Teachers and Faculty Consultants with Role in Practicum

Respondents			Mean Score on Satisfaction Scale[a]
Category	Group	N	
Cooperating Teachers	Elementary	24	5.00
	Junior High	36	5.75
	Senior High	79	5.09
	Total	139	5.25
Faculty Consultants	Prac. Assoc.	3	4.00
	Faculty	11	4.46
	Grad. Studs.	9	5.00
	External	9	6.00
	Total	32	5.00

[a] Mean scores determined on the basis of scale ratings from 1 (very dissatisfied) to 7 (very satisfied).

Efficiency and Effectiveness

Cooperating teachers and faculty consultants were also asked to give perceptions of their own efficiency and effectiveness in matters related to the practicum program. The responses summarized in Table 12 reveal a similar pattern to those reported above for satisfaction. No important differences are apparent for the two categories of respondents, with ratings for each indicator in excess of five on the seven-point scale. Junior high teachers consistently gave the highest ratings among the different groups of cooperating teachers, with similar consistency for external consultants among the faculty consultants. Practicum associates consistently gave low ratings for each indicator. The lowest rating of any group was that by faculty consultants on efficiency in use of time (mean of 4.27 on seven-point scale).

Relationship between satisfaction and perceived effectiveness. Pearson correlation coefficients were determined for the relationship between satisfaction and perceived effectiveness. These coefficients were 0.76 for faculty consultants and 0.65 for cooperating teachers. Calculation of r^2 indicates that 58% and 43%, respectively, of the differences in ratings on the satisfaction scale were associated with differences in ratings on the effectiveness scale. This high level of association is consistent with the findings in previcus studies of organizational effectiveness.

Table 12

Perceptions of Cooperating Teachers and Faculty Consultants of Own Efficiency and Effectiveness

Respondents			Mean Score for Indicator		
Category	Group	N	Overall Effectiveness in Role[a]	Quality of Assistance to Student Teachers[b]	Efficiency in Use of Time with Student Teachers[c]
Cooperating Teachers	Elementary	24	4.78	5.18	5.05
	Junior High	36	5.37	5.81	5.56
	Senior High	79	5.31	5.45	5.11
	Total	139	5.24	5.50	5.22
Faculty Consultants	Prac. Assoc.	3	4.33	5.00	4.67
	Faculty	11	5.18	5.36	4.27
	Grad. Studs.	9	4.78	5.22	5.44
	External	9	5.89	5.89	5.56
	Total	32	5.19	5.44	5.00

Mean scores determined on the basis of ratings on the following scales:

[a] From 1 (very dissatisfied) to 7 (very satisfied)
[b] From 1 (very poor) to 7 (very good)
[c] From 1 (very inefficient) to 7 (very efficient)

Ambiguity and Role Conflict

Cooperating teachers and faculty consultants completed the ambiguity and role conflict instrument outlined in the theoretical background.

Ambiguity. The six items used as indicators of ambiguity were as follows:

1. I feel certain about how much authority I have.
2. There are clear, planned goals and objectives for my job.
3. I know that I have divided my time properly.
4. I know what my responsibilities are.
5. I know what is expected of me.
6. There is clear explanation of what has to be done.

Respondents were asked to give a rating for each item as it concerned their role in the practicum, using a scale from 1 (very true) to 7 (very false). Low ratings are indicative of low ambiguity. Table 13 contains a summary of responses. The mean scores for all items of 3.04 and 3.14 suggest that there were no important differences between the two categories of respondents. Similarly, no important differences are apparent among groups of cooperating teachers, either in the means for all items or for the six items considered separately. Among faculty consultants the mean score of 4.33 on all items for practicum associates is somewhat higher than those for the other groups, which range from 2.79 to 3.24. Indeed, the ambiguity score for practicum associates was the highest for all groups of respondents in each of the two categories, which is not surprising in view of the newness of the position and short tenure of individuals in the practicum associate role.

Table 13

Ambiguity for Cooperating Teachers and Faculty Consultants

Respondents			Mean Rating[a]						
Category	Group	N	1 Authority	2 Goals and Objectives	3 Allocation of Time	4 Responsibilities	5 Expectations	6 Explanations	Mean for All Items
Cooperating Teachers	Elementary	24	3.10	3.82	3.22	2.52	2.43	3.75	3.28
	Junior High	36	2.66	3.28	2.91	2.22	2.71	3.47	2.88
	Senior High	79	2.79	3.27	3.16	2.51	2.71	3.68	3.05
	Total	139	2.80	3.36	3.10	2.44	2.67	3.64	3.04
Faculty Consultants	Prac. Assoc.	3	4.00	6.00	3.33	3.33	4.33	5.00	4.33
	Faculty	11	2.46	4.09	2.75	2.30	2.70	3.56	2.98
	Grad Studs.	9	3.67	4.00	2.78	2.78	3.00	3.22	3.24
	External	9	2.88	3.13	2.38	2.63	2.38	3.38	2.79
	Total	32	3.07	4.00	2.71	2.63	2.87	3.55	3.14

[a] Mean scores determined on the basis of scale ratings from 1 (very true) to 7 (very false); low ratings are indicative of low ambiguity.

Underlined entry: ____ indicates highest mean for group; ____ indicates lowest mean.

Except for elementary teachers, the highest levels of ambiguity for cooperating teachers were associated with item 6: "there is a clear explanation of what has to be done." Except for external consultants, the highest levels of ambiguity for faculty consultants were associated with item 2: "there are clear, planned goals and objectives for my job."

Except for elementary teachers, the lowest levels of ambiguity for cooperating teachers were associated with item 4: "I know what my responsibilities are." The lowest levels of ambiguity for faculty consultants were associated with items 3 and 4: "I know that I have divided my time properly" and "I know what my responsibilities are."

Role conflict. The eight items used as indicators of role conflict were as follows:

1. I have to do things that should be done differently.
2. I receive an assignment without the manpower to complete it.
3. I have to buck a rule or policy in order to carry out my assignment.
4. I work with two or more groups who operate quite differently.
5. I receive incompatible requests from two or more people.
6. I do things that are apt to be accepted by one person and not accepted by others.
7. I receive an assignment without adequate resources and materials to execute it.
8. I work on unnecessary things.

Table 14 contains a summary of responses, with low scores indicating a low degree of role conflict.

Table 14

Role Conflict for Cooperating Teachers and Faculty Consultants

Respondents			Mean Rating[a]								
Category	Group	N	1 Procedures	2 Manpower	3 Policies	4 Groups	5 Requests	6 Acceptance	7 Resources	8 Task	Mean for All Items
Cooperating Teachers	Elementary	24	2.55	2.00	1.65	2.90	1.50	3.16	2.42	2.40	2.43
	Junior High	36	2.73	2.54	2.11	2.36	1.78	3.00	3.15	2.17	2.49
	Senior High	79	2.68	2.29	2.07	2.96	2.18	3.47	2.45	2.38	2.55
	Total	139	2.67	2.32	2.02	2.78	1.97	3.29	2.63	2.33	2.51
Faculty Consultants	Prac. Assoc.	3	4.33	3.00	3.33	4.67	3.33	3.33	2.67	3.67	3.54
	Faculty	11	4.27	2.91	3.20	2.89	2.18	3.64	2.30	2.25	2.98
	Grad. Studs.	9	3.67	2.22	2.11	3.25	2.67	2.50	2.89	2.11	2.65
	External	9	3.38	1.25	1.25	2.50	1.50	3.00	1.57	1.38	1.97
	Total	32	3.87	2.29	2.37	3.07	2.26	3.13	2.35	2.11	2.68

[a] Mean scores determined on the basis of scale ratings from 1 (very false) to 7 (very true); low ratings are indicative of low role conflict.

Underlined Entry: ____ indicates highest mean for group; ____ indicates lowest mean.

The pattern of responses for role conflict is similar to that for ambiguity, with no important differences between mean scores on all items for each of the two categories. No important differences exist between the mean scores on all items for the three groups of cooperating teachers (range from 2.43 to 2.55). A disparity of mean scores on all items is apparent, however, among the four groups of faculty consultants. The mean for practicum associates of 3.54 is somewhat higher than the mean for the category (2.68) and the means for faculty members and graduate students (respectively, 2.98 and 2.65). The mean for external consultants is somewhat lower at 1.97. Indeed, the mean scores for practicum associates and external consultants are, respectively, the highest and lowest of any group.

The highest levels of role conflict for cooperating teachers were generally associated with item 6: "I do things that are apt to be accepted by one person and not accepted by others." The highest levels of role conflict for faculty consultants were generally associated with item 1: "I have to do things that should be done differently."

The lowest levels of role conflict for cooperating teachers were generally associated with item 5: "I receive incompatible requests from two or more people." There was little consistency among the different groups of faculty consultants with respect to the items for which low levels of role conflict were indicated.

Relationship between ambiguity, role conflict and indicators of effectiveness. Pearson correlation coefficients were calculated for the relationships between ambiguity, role conflict, satisfaction

and the perceived degree of attainment of objectives. The results summarized in Table 15 reveal a strong inverse relationship between the measures of (1) satisfaction and ambiguity, and (2) satisfaction and role conflict. The coefficients reached -0.58 and -0.60, respectively, for faculty consultants. The values of r^2 indicate that 34% and 36%, respectively, of differences in ratings on the satisfaction scale were associated with differences in ratings on the ambiguity and role conflict scales. Lower correlations of 0.43 and 0.33 for cooperating teachers and faculty consultants, respectively, were obtained for the relationship between the measures of satisfaction and the achievement of objectives (values of r^2 are 18% and 11%, respectively). Weak inverse relationships were revealed for the degree of association between the achievement of objectives and each of ambiguity and role conflict.

Pearson correlation coefficients were also calculated for relationships between measures of satisfaction and scores on the items indicating ambiguity and role conflict. These coefficients are contained in Table 16. Inverse relationships, indicated by Pearson coefficients in the range -0.15 to -0.76, were revealed for the association between measures of satisfaction and scores on each of the items for role conflict (range of r^2 is 23% to 58%). Negative correlations ranging from -0.17 to -0.60 were obtained for the relationship between measures of satisfaction and scores on each of the items for ambiguity (range of r^2 is 3% to 36%). The absolute value of these correlations was higher for faculty consultants in eleven of the fourteen correlations.

Table 15

Pearson Correlation Coefficients for Relationships among Satisfaction, Ambiguity, Role Conflict and Achievement of Objectives Scores

Variables	Category[a]	Satisfaction	Ambiguity	Role Conflict
Satisfaction	CT			
	FC			
Ambiguity	CT	-0.38		
	FC	-0.58		
Role Conflict	CT	-0.30	0.16	
	FC	-0.60	0.68	
Achievement of Objectives	CT	0.43	-0.37	-0.13
	FC	0.33	-0.18	-0.24

[a] CT = Cooperating Teacher
FC = Faculty Consultants

Table 16

Pearson Correlation Coefficients for Relationship between Satisfaction and Indicators of Role Conflict and Ambiguity

Role Conflict			Ambiguity		
Item	Group[a]	Coefficient	Item	Group[a]	Coefficient
1	FC	-0.76	1	FC	-0.44
	CT	-0.15		CT	-0.17
2	FC	-0.55	2	FC	-0.43
	CT	-0.21		CT	-0.24
3	FC	-0.30	3	FC	-0.60
	CT	-0.19		CT	-0.39
4	FC	-0.21	4	FC	-0.32
	CT	-0.22		CT	-0.33
5	FC	-0.41	5	FC	-0.58
	CT	-0.29		CT	-0.33
6	FC	-0.16	6	FC	-0.44
	CT	-0.20		CT	-0.18
7	FC	-0.50			
	CT	-0.27			
8	FC	-0.65			
	CT	-0.19			

[a] FC = Faculty Consultant
CT = Cooperating Teacher

The uniform inverse relationships revealed in this aspect of the study are consistent with the findings of earlier studies reported in the theoretical background. This consistency is a good indicator of the validity of the various items of ambiguity and role conflict when used in the context of the practicum program.

Adaptability/Flexibility

Five items illustrating adaptability/flexibility were included in the questionnaire completed by principals. These concerned (1) changes in nature of demands on school personnel, (2) communication by Faculty of proposed changes, (3) school capacity to adapt to longer practicum, (4) school capacity to adapt to more student teachers, and (5) capacity of cooperating teachers to adapt to changes in role. The results are set out in Table 17.

The distribution of responses indicates that principals' perceptions of effectiveness of communication by Faculty typically fell in the middle of the five-point effectiveness scale. Principals perceived their schools to be able to adapt well to an increase in the length of the practicum and changes in the roles of cooperating teachers, with mean scores of 3.93 and 3.60 on the five-point scale, respectively, but less well to increases in the number of student teachers. The mean of 2.93 for the latter suggests that these schools may encounter some difficulty in coping with such an increase.

Responsibilities for the Practicum Program

Cooperating teachers, principals and faculty consultants were asked to give their perceptions of the extent to which responsibility

Table 17

Distribution of Responses for Principals' Perceptions of Adaptability/Flexibility

Item	Distribution (N = 15)					Mean
	Many Changes				Few Changes	
	5	4	3	2	1	
Changes in the nature of demands on school or in responsibilities of cooperating teachers	0	1	6	7	0	2.57
	Very Effectively				Not at all Effectively	
	5	4	3	2	1	
Effectiveness of communication by Faculty of proposed changes in activities and needs	0	4	8	1	1	3.07
	Very Readily				With Difficulty	
	5	4	3	2	1	
Readiness with which school could adapt to increase in length of practicum (number of students constant)	5	5	4	1	0	3.93
	Very Readily				With Difficulty	
	5	4	3	2	1	
Readiness with which school could adapt to increase in number of students (length of practicum constant)	1	3	5	6	0	2.93
	Very Readily				With Difficulty	
	5	4	3	2	1	
Readiness with which cooperating teachers could adapt to changes in their role	0	12	4	1	0	3.60

for various aspects of the practicum program resided in different organizations and individuals. The organizations considered in this fashion were the Department of Advanced Education and Manpower, Department of Education, Alberta School Trustees Association, Alberta Teachers' Association, Faculty of Education, and the different school systems. Individuals considered were those in the different groups in this study.

Overall responsibility for the practicum. Respondents in each category generally perceived the Faculty of Education to have the most responsibility for the program, followed by school systems and the Alberta Teachers' Association. The Alberta School Trustees Association was perceived to bear the least responsibility. A feature of the responses was the relatively large number of cooperating teachers indicating that they did not know the extent of responsibility of the different organizations (up to 78% of cooperating teachers provided a "don't know" response to the various items compared to 12% of faculty consultants and 5% of principals).

These perceptions were confirmed in a more specific item concerning the balance of responsibility between the Faculty of Education and school systems in the planning and coordination of the practicum program. The responses summarized in Table 18 indicate that the majority of respondents in each category consider the responsiblity to lie "mainly with Faculty." The majority is much larger, however, for faculty consultants (72%) and principals (67%) than it is for cooperating teachers, 47% of whom consider the responsibility to lie "mainly with Faculty" while 44% consider it to lie "mainly with systems."

Table 18

Perceptions of Responsibility for Planning and Coordination of Practicum

	Perceptions of		
Responsibility	Faculty Consultants (N = 32) %	Cooperating Teachers (N = 139) %	Principals (N = 15) %
Solely with Faculty	3	8	7
Mainly with Faculty	72	47	67
Mainly with Systems	25	44	27
Solely with Systems	0	2	0

Responsibility for selecting cooperating teachers. Cooperating teachers and principals were perceived by respondents in each category as having the most influence in the selection of cooperating teachers. Student teachers and central office administrators were perceived to have the least influence. "Don't know" responses were given by up to 62% of cooperating teachers compared to 20% of faculty consultants and 4% of principals.

Responsibility for matching student teachers with cooperating teachers. Respondents in each group perceived practicum associates to have the greatest influence in matching student teachers with cooperating teachers. Strong influence was also perceived for faculty consultants and principals. Student teachers and central office administrators were perceived to have little influence. "Don't know" responses were given by up to 64% of cooperating teachers compared to 19% of faculty consultants and 5% of principals.

Involvement of respondents. Cooperating teachers and faculty consultants were asked to indicate the extent of their involvement in the planning of practicum experiences in schools. The responses are summarized in Table 19. Important differences are apparent between the two categories with faculty consultants perceiving a higher degree of involvement than cooperating teachers (means of 2.53 and 1.55 on a five-point scale). Among cooperating teachers, elementary teachers perceived the least involvement (mean of 1.14) and junior high teachers the most (mean of 1.76). Among faculty consultants, graduate students perceived the least involvement (mean of 1.33) while external consultants (mean of 3.22) and faculty members (mean of 3.09) perceived the most.

Table 19

Self-Involvement in Planning Practicum Experiences in Schools

Respondents			Extent of Perceived Involvement					
			Percentage Distribution					
Category	Group	N	Very Little 1	2	3	4	Very Highly 5	Mean[a]
Cooperating Teachers	Elementary	24	91	5	5	0	0	1.14
	Junior High	36	61	9	24	6	0	1.76
	Senior High	79	68	18	7	5	3	1.58
	Total	139	70	13	11	5	2	1.55
Faculty Consultants	Prac. Assoc.	3	33	33	33	0	0	2.00
	Faculty	11	36	9	9	0	46	3.09
	Grad. Studs.	9	67	33	0	0	0	1.33
	External	9	33	0	11	22	33	3.22
	Total	32	44	16	9	6	25	2.53

[a] Mean scores determined on the basis of scale ratings shown in table.

INTEROGANIZATIONAL RELATIONSHIPS

This section of the chapter reviews the findings of those aspects of the study which concerned relationships between the Faculty of Education and other organizations on matters related to the practicum program.

Practicum Committee

The Faculty of Education Practicum Committee was established in 1977-78 to serve a variety of needs (Jackson, 1977:1) as follows:

1. To provide a permanent mechanism for Faculty members and representatives from concerned groups in the educational community to exchange views on practicum issues and to establish mutually agreeable guidelines for the development of the education practicum component of the B.Ed. degree.

2. To establish a mechanism whereby Departmental[1] views and concerns can be related to Faculty guidelines for the practicum component of the B.Ed. degree and to coordinate the efforts of the Departments of the Faculty in issues related to the practicum.

3. To provide a mechanism whereby developments in the practicum component can be articulated with developments in the overall B.Ed. program.

The 13-member committee was composed of representatives of each department in the Faculty of Education (6), the Alberta Teachers' Association (2), the Alberta School Trustees Association (1), the Education Students Association (1), and the Conference of Alberta School Superintendents (1), in addition to the Associate Dean (Planning and Development) and the Assistant Dean (Practicum).

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[1] Departments of the Faculty of Education.

Collection of information. Information was collected through questionnaires distributed to the twelve members of the committee who had attended meetings. Responses were received from eight persons.

The three sections of the questionnaire reflected the eclectic nature of the theoretical framework adopted for the study. One section utilized the goals approach by seeking perceptions through open-ended responses of past and expected accomplishments of the committee, barriers to implementation of committee recommendations, and suggestions for implementation of recommendations. Two sections utilized the system resources approach with one focusing on interorganizational relationships (following Andrews, 1978) and the other on temporary systems (following Hopkirk, 1977). Responses in these two sections were given on Likert-type scales of "excellent," "good," "fair," "poor" or "very poor," for items seeking perceptions of quality, and "always," "often," "occasionally," "seldom," or "never" for items seeking perceptions of frequency. The summary of findings below utilizes these descriptors.

Accomplishments of the committee. The formally-established goals of the committee were implied in the proposed (Jackson, 1977:2) statement of its primary responsibilities:

1. To develop guidelines for the implementation, evaluation and refinement of the education practicum component of the B.Ed. program.
2. To assist the Committee on Course and Program Review and Approval on matters pertaining to the education practicum component of the B.Ed. program.
3. To review the activities of the Faculty related to the practicum component and to serve in an advisory capacity to the Assistant Dean—Practicum.

Questionnaire responses indicated that the perceptions of the major accomplishments to date were largely associated with the first area of responsibility in the form of preparation of guidelines for (1) implementation of Phase I of the new practicum programs; (2) practicum associates, cooperating teachers and faculty consultants; and (3) evaluation of students. Improved communication on matters related to the practicum with persons within and outside the University of Alberta was also reported. Expectations for accomplishments in 1978-79 were largely concerned with extending the work of 1977-78 including preparation of Phase II guidelines and preliminary work on guidelines for Phases III and IV.

No factors were generally perceived as constituting major barriers to implementation of the committee's recommendations. Two respondents perceived resistance by departments in the Faculty while two perceived constraints in funding the practicum. Suggestions for implementing the recommendations of the committee included (1) increased flow of information between the university and teachers as well as among members of the Faculty on matters related to the practicum; and (2) detailed orientation of faculty consultants, cooperating teachers and student teachers for Phase I of the new program.

Interorganizational relationships. The dimensions of formalization, reciprocity and intensity were explored in questionnaire items related to interoganizational relationships. Formalization referred to the degree to which the relationships between the Faculty and the Practicum Committee were given official sanction by the parties involved. Most respondents considered the guidelines for the committee to be

clear to members from the start and that changes in routines or procedures in either Faculty or committee were quickly communicated. Five of the eight respondents considered the guidelines for the committee were "often" or "occasionally" complex and had to be clarified.

Reciprocity referred to the degree of mutuality of or relative contribution of each party to the relationship between the Faculty and committee. Five of six respondents described as "good" the adequacy of the relationship in joint problem-solving activity while lines of communication between the Faculty and committee on matters related to recent developments were typically[1] characterized as "good."

Intensity referred to the relative human and material resource investment that the Faculty and committee have made to the relationship. The effectiveness of the relationship in enabling maximum utilization of available resources (people, time, money) from the various participants was typically characterized as "good."

Temporary system perspective. It was noted in the theoretical background that the Practicum Committee may be considered an example of a collateral temporary system in the sense defined by Hopkirk (1977:5), with members working in other organizations on a regular basis but seconded to work in the temporary system (committee) on a part-time basis. The dimensions of task demand, resources, and

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[1]The word "typically" is used here and in the following pages to indicate the descriptor in the Likert-type scale which approximates the mean score when numerical values are attached to the response alternatives. The term is not used or is qualified where a wide range of responses was received.

process were explored in questionnaire items related to such systems.

Task demands referred (Steiner, cited by Hopkirk, 1977:30) to ". . . the requirements imposed on the individual or group by the task itself, or by the rules under which the task must be performed." Members of the committee responding to the questionnaire typically, (1) were "often" concerned about task accomplishment, (2) "often" accepted, both implicitly and explicitly, the formal goals of the committee, (3) found guidelines "often" clear, but "occasionally" complex, with need for clarification, (4) were "occasionally" asked to deal with routine tasks or problems but were "often" asked to deal with more complex matters, and (5) were "often" aware of time limits on tasks, though perceptions varied among members on this issue.

Resources referred (Hopkirk,1977:30) to the ". . . knowledge, abilities and tools possessed by group members and the distribution of these entities within the group." Members of the committee responding to the questionnaire typically, (1) "often" had expertise in task areas, (2) were "often" adaptable with respect to change and were "often" or "occasionally" willing to change directions when required, (3) "often" provided or received information when required, (4) "seldom" or "never" received too much information, (5) "occasionally" received too little information, and (6) were "often" themselves a source of expertise.

Processes included (Hopkirk, 1977:31) variables such as ". . . communication techniques, decision-making modes, and other organizational activities necessary in striving toward task completion." A wider range of responses was given for the various items related to

process than to other dimensions considered in this part of the questionnaire. It is inappropriate to characterize "typical" responses for many items as was done in reporting other data. For decision-making modes, respondents typically perceived they "often" participated in decisions and that the process "often" encouraged teamwork, but a wide range of responses indicated differing perceptions with respect to the extent to which (1) decisions were made for the committee by someone outside the committee, and (2) broad policy decisions were made outside the committee but more specific decisions were made within the committee. "Often" or "occasionally" responses were given by most respondents for an item concerned with the extent to which [illegible] were made by the committee within a prescribed framework but were usually checked with someone outside the committee before action.

A wide range of perceptions were reported for status relationships as indicated by items related to emergence of leaders, the existence of a hierarchy and the extent [illegible] members had equal status. A similar range existed for [illegible] the extent to which more energy was expended as a member of the committee than in other work situations.

Three items sought perceptions of dysfunctional processes. Respondents typically perceived that (1) "seldom" did members set goals that were unrealistic, (2) "seldom" or "occasionally" were members defensive in the committee setting, and (3) "seldom" or "never" were members concerned about job security following completion of the task.

Discussion. Generalizations and conclusions based on information derived in this aspect of the study should be made with extreme caution due to the low response rate. Furthermore, this phase of the study revealed a number of items which were inappropriately worded and were excluded from the analysis. The use of semi-structured interviews to complement questionnaire responses would have provided valuable elaboration in many instances.

It was apparent that members of the committee perceived progress toward the accomplishment of goals, especially that concerned with the development of "guidelines for the implementation, evaluation and refinement of the education practicum component of the B.Ed. program." Respondents anticipated continued progress in 1978-79 and few factors were identified which served as barriers to implementation of its recommendations.

It was noted in the theoretical framework that Andrews (1978: 278) found support for the generalization that high formalization, standardization and relative resource commitment are associated with high measures of organizational effectiveness. Favorable evaluation of related items in the present study suggests that the committee has characteristics which are consistent with those associated with effectiveness in the manner hypothesized by Andrews.

Hopkirk (1977) found evidence in his study of collatoral temporary systems to support the view that effectiveness is associated with adequate resources, well-defined task demands, and facilitative processes. As with the dimensions of interorganizational relationships, favorable evaluation of related items in the study suggests that these

characteristics are present in large measure in the practicum committee.

External Organizations

One aspect of the study examined relationships between the Faculty of Education and four external organizations on matters related to the practicum program. The organizations were the Alberta Teachers' Association, the Alberta School Trustees Association, the Department of Education and the Department of Advanced Education and Manpower. The concept of environmental dependency and the importance of "boundary-spanning" activities, both outlined in the theoretical background, provided the framework for the collection of information.

Information was sought from the informants on (1) matters related to the practicum which were the subject of boundary-spanning activities, (2) the frequency of interaction on selected issues, (3) aspects of the program regarded most favorably and least favorably, and (4) perceptions of "pressing issues." Respondents were also asked to rate the effectiveness of the practicum on a ten-point scale. Three persons in the Faculty who were familiar with the practicum agreed that the following constituted an appropriate group of informants: Dean of the Faculty, Associate Dean for Planning and Development, Assistant Dean—Practicum, and School Liaison Officer (all in the Faculty of Education); Executive Professional Development Officer of the Alberta Teachers' Association, Executive Director of the Alberta School Trustees Association, Associate Deputy Minister of Education, and the Assistant Deputy Minister of Advanced Education and Manpower.

Issues in boundary-spanning activities. Issues in interaction included (1) with the ATA: questions of jurisdiction and role, the length and nature of practicum experiences, funding and evaluation; (2) with the ASTA: implementation of the practicum program, the nature of practicum experiences, and funding; (3) with the Department of Education: funding and regional placement of students; and (4) with the Department of Advanced Education and Manpower: matters related to funding. Discussions with government departments mainly involved the Dean and Associate Dean.

Communication. Perceptions of Faculty administrators with respect to the adequacy with which the goals of the practicum were communicated ranged from "adequately" to "very well" with the ATA, "adequately" to "well" with the ASTA, and from "poorly" to "adequately" with each government department. The responses of external administrators ranged from "adequately" to "very well," with one respondent declining to assess this item.

Perceptions of Faculty administrators with respect to the adequacy with which the funding needs of the practicum were communicated ranged from "adequately" to "very well" with each of the ATA and ASTA, and from "poorly" to "well" with each government department. The responses of external administrators ranged from "adequately" to "well."

Frequency of boundary-spanning activity. Responses of Faculty and external administrators were consistent in reporting the frequency of interaction by phone, letter and face-to-face contact

involving the Faculty and each external organization. In all instances, for interaction initiated by the Faculty and by external organizations, the frequency was highest with the ATA, reported in some instances as exceeding ten times in the past year, and least with the government departments.

Rating the practicum. Respondents rated the effectiveness of practicum on a 10-point scale. The mean ratings were 5.60 and 5.33 by Faculty administrators and external administrators, respectively, with similar ranges in each category. One external administrator declined to rate the program while one Faculty administrator differentiated between the elementary program (rated 3) and the secondary program (rated 7).

Favorable aspects. Factors viewed most favorably by Faculty administrators included the improved collaborative spirit between the Faculty and other interest groups, including school systems; the Plan B and Integrated programs; new funding arrangements; and the secondment program involving Practicum Associates. External administrators commented favorably on improved procedures for the selection and placement of student teachers, the secondment program, the longer practicum, and the benefits accruing to local school systems and the Faculty through contacts established during practicum programs.

Unfavorable aspects. Factors viewed least favorably by Faculty administrators included the need to clarify responsibilities and roles in the practicum, the shortage of personnel in accomplishing the goals of the program, and the need to improve selection procedures

for student teachers and relationships with cooperating teachers. External administrators commented unfavorably on the lack of orientation of cooperating teachers, the uncertainty related to funding, deficiencies in the preparation of student teachers for practicum experiences, complexity with respect to authority for the practicum, and the need to establish appropriate procedures for evaluating student teachers.

Suggestions on issues which should be addressed in the program generally reflected an interest in improving aspects which were the subject of unfavorable comment. In addition, one Faculty administrator questioned the assumption that a longer practicum will be a better practicum. The need to clarify roles and improve communication and consultation with school personnel was stressed by other Faculty administrators. One external administrator perceived a need to articulate the goals of the practicum in operational, measurable terms with appropriate evaluation of outcomes. He saw a need to examine further the integration of courses and practicum and assess the pattern of resource allocation within the Faculty.

Linkages with School Systems

Information was provided by central office administrators with major responsibilities for the teaching practicum in the Edmonton Public and Edmonton Separate school systems. In Edmonton Public, these responsibilities were shared between two persons, with the Assistant Superintendent of Research and Development concerned with information and decisions of a policy nature which may involve other central office departments, the superintendent or the board, while the Director of Research was mainly concerned with matters related to the

implementation of the practicum. In Edmonton Separate, an Assistant Area Superintendent had been assigned responsibility for matters related to the practicum. These three persons responded to questions related to the nature, frequency and adequacy of interaction with persons in the Faculty of Education, other central office administrators, principals and teachers, in addition to providing a general assessment of the practicum in terms of its strengths and weaknesses. Semi-structured interviews were conducted by telephone with open-ended questions supplementing those which called for responses on a Likert-type scale.

Involvement in planning. Each administrator was asked to indicate the extent of his involvement in planning and orientation activities related to the practicum. A five-point scale was provided, from 1 (not at all involved) to 5 (highly involved). The responses of 3, 4 and 5 suggest that moderate to high levels of involvement were perceived. Details of this involvement are set out below.

Nature, frequency and adequacy of interaction. All practicum matters affecting the systems have been the subject of interaction with the Faculty of Education, with the exception of those involving the placement of student teachers, where the Faculty works directly with schools. Matters initiated by the Faculty included proposals for change, such as the extended practicum, with school system personnel invited to provide critical reaction. An annual luncheon at which such matters are discussed is hosted by the Faculty. Central office administrators in both systems initiated meetings at

least once per year. These may focus on problems which have been encountered in scheduling the practicum (Edmonton Public) or may serve as an opportunity for personnel in Field Services to provide principals and senior administrators with an orientation to the program (Edmonton Separate). The frequency of interaction varies, with telephone contacts the most frequent form of communication. Each respondent described the adequacy of interaction with the Faculty as "excellent."

Interaction with other central office administrators occurred "sometimes" with the adequacy of interaction described as "good" or "excellent." This interaction involved matters such as the payment of honoraria (financial services) and seeking reaction to proposals made by the Faculty.

Interaction with principals occurred "sometimes" or "frequently," with many matters related to the placement of student teachers being the subject of direct contact between Field Services and the principal. Matters which involved central office administrators included clarification of roles, under- or over-utilization of schools, and the payment of honoraria. The adequacy of interaction was considered either "good" or "excellent" in each instance.

Interaction with teachers occurred rarely since Field Services worked directly with principals and cooperating teachers in most instances. The only example cited of interaction which involved central office administrators referred to difficulties encountered by a few cooperating teachers. The adequacy of interaction was described as "good" by each respondent.

Strengths of the program. Three developments were identified as strengths of the program: (1) the trend to a longer practicum, (2) the excellent level of cooperation and communication between Field Services and school systems, and (3) the system of secondments to the position of Practicum Associate. Each respondent gave particular emphasis to the second of these developments, contrasting current working relationships with those in the past, which were perceived to be less adequate.

Weaknesses of the practicum. Each respondent identified a lack of clarity in roles as a weakness in the current program, especially for cooperating teachers. One administrator felt that more evidence was required to establish the value of further extending the practicum while another perceived the existing practicum to be too short. Other perceived weaknesses included the junior Elementary practicum (Ed. Pra. 201), which was the subject of mixed reaction in schools in one system, the lack of consensus on the method of selecting cooperating teachers, and uncertainty with respect to the roles of cooperating teachers and faculty consultants in evaluating student teachers. Despite improved communication with Field Services, one administrator saw a need for more direct involvement of school system personnel in the planning of the practicum program, with this involvement going beyond an invitation to react to plans prepared by the Faculty. One administrator expressed reservations about the increased involvement of the ATA. Proposals for change focused on overcoming the weaknesses identified above.

Satisfaction. Each administrator was asked to indicate the extent of his satisfaction in his role in the practicum program. A five-point scale was provided, from 1 (not at all satisfied) to 5 (completely satisfied). The responses of 3, 4 and 5 suggest moderate to high satisfaction with role.

Discussion. It was evident during the interviews with central office administrators that considerable progress had been made with respect to the interaction between the Faculty of Education (through Field Services) and central office administrators in the Edmonton Public and Edmonton Separate systems. The adequacy of this interaction was rated as "good" to "excellent" with suggestions for change generally focusing on issues rather than the nature of the linkage involving central office administrators.

CHAPTER 3

SUMMARY AND IMPLICATIONS

The limitations outlined in Chapter 1 indicated that generalizations should be made with extreme caution. These limitations were primarily associated with (1) lack of uniformity in procedures for selection of respondents, and (2) minimal opportunity to establish the validity and reliability of those items which had not been used in previous studies. The implications set out below are therefore tentative in nature, suggesting issues which might be the subject of continuing investigation.

These implications are organized in four sections, the first of which integrates the findings in those aspects of the study included in a goals approach to organizational effectiveness. The other sections may be broadly considered as components of the system resource approach adopted in the study; these concern the roles of participants, ambiguity/flexibility, and interorganizational relationships.

A GOALS PERSPECTIVE

1. Cooperating teachers, faculty consultants and student teachers perceived a total of forty-four goals for the practicum which were classified according to six broad purposes. Twenty-three of these goals were concerned with the development of competencies in teaching; suggesting that this purpose should receive particular attention in the program.

The multiplicity of goals points to the complexity of the practicum. Campbell (1976:31), however, noted that, in a goal-centred view of an organization, ". . . goals are few enough in number to be manageable and can be defined well enough to be understood." While many of the perceived goals may more appropriately be considered objectives, Campbell's statement raises the possiblity that a more concise set of goal statements should be established and communicated to all concerned with the practicum program.

2. The ten formally-stated objectives of the practicum contained in the Practicum Handbook may be classified according to the six broad purposes identified among the perceptions of respondents. Each objective had its counterpart among the perceived goals. This congruency suggests that the purposes of the practicum are generally understood by those concerned with its implementation.

3. All respondents gave their perceptions of the extent to which the formally-stated objectives had been attained. Analysis of responses indicated that attainment "to a moderate extent" was generally perceived, implying a need for improvement for some objectives. Those receiving lowest ratings were ". . . provides the profession with a

means for screening entrants into the profession," ". . . prepares the student for further theoretical study," and ". . . provides a channel for ideas which improve both the cooperating school systems and the Faculty of Education." Further investigation should be undertaken, however, to determine the value placed on these objectives.

4. Cooperating teachers, faculty consultants and student teachers were asked to rate the preparation of student teachers in each of nine areas. The development of skills in these areas was implicitly considered in the questionnaires to be an objective of the practicum with advance preparation another component of the students' program. Preparation in some areas was consistently perceived to be weak and these should be the subject of further investigation in attempts to strengthen the program. These areas were knowledge of (a) curriculum, (b) school organization, (c) control and discipline, and (d) classroom routines.

5. Cooperating teachers, faculty consultants, and student teachers were also asked to rate the extent to which the practicum helped to overcome deficiencies in the nine areas. Consistently high ratings were given on all items, especially for those associated with control and discipline as well as managing classroom routines. This finding suggests that the practicum is generally perceived to be valuable in overcoming deficiencies in preparation. The issue is raised, however, of the extent to which preparation programs which precede the practicum should focus on the various competencies.

ROLES OF FACULTY CONSULTANTS AND
COOPERATING TEACHERS

1. The finding that most graduate students had less than one year of experience with the practicum and that none expected to be involved in the next year indicates the need for thorough annual orientation for these persons. Similar preparation should be undertaken for new cooperating teachers and faculty consultants.

2. Student teachers gave their perceptions of the actual and preferred emphases given to selected activities by cooperating teachers. The discrepancy scores suggest that student teachers preferred more emphasis on (a) the demonstration of teaching methods, (b) assisting with lesson planning, and (c) discussion of lessons following class. Consideration should be given to these changes in the ongoing assessment of the role of cooperating teacher.

3. Student teachers also gave their perceptions of the actual and preferred emphases given to selected activities by faculty consultants. The discrepancy scores suggest that student teachers preferred more emphasis on (a) observation of lessons taught, (b) discussion of lessons taught, (c) demonstration of teaching methods, and (d) assistance with lesson planning. As for cooperating teachers, consideration should be given to these changes in the ongoing assessment of the role of faculty consultant.

4. The findings with respect to role conflict and ambiguity were consistent with those in earlier studies. This consistency confirms the validity of the various scale items when used in the context of the practicum program. The implications for these indicators set out below are thus offered with more confidence than others. It is

also suggested that information on role conflict and ambiguity be collected in future evaluations.

5. Highest levels of role ambiguity were associated with the items "there is a clear explanation of what has to be done" (cooperating teachers) and "there are clear, planned goals and objectives for my job" (faculty consultants). These findings suggest the need for further clarification of the roles of these persons. Highest levels of ambiguity were revealed in the responses of the recently-appointed practicum associates, suggesting the need for particular attention to the role for this position.

6. Highest levels of role conflict were associated with the items "I do things that are apt to be accepted by one person and not accepted by others" (cooperating teachers) and "I have to do things that should be done differently" (faculty consultants). These findings suggest the need for further examination of the various tasks performed by these persons with a view to reducing the apparently conflicting pressures. As for role ambiguity, highest levels of role conflict were revealed in the responses of practicum associates, suggesting the need for particular attention to the role for this new position.

7. Relatively strong inverse relationships were found between measures of ambiguity and role conflict on the one hand and perceptions of the extent to which the objectives of the practicum have been attained on the other. Similar relationships were found between the first two measures and levels of satisfaction in the practicum program. These findings add weight to implications 5 and 6 above

with respect to clarification of roles of cooperating teachers and faculty consultants.

8. Cooperating teachers, principals and faculty consultants gave perceptions of the extent to which responsibility for various aspects of the practicum program resided in different organizations and individuals. The finding that up to seventy-eight percent of cooperating teachers provided a "don't know" response (compared to twenty percent of faculty consultants and five percent of principals) suggests the need to provide more information for these persons. This may be accomplished along with efforts to clarify roles as suggested earlier in this section.

ADAPTABILITY/FLEXIBILITY

1. Principals gave their perceptions of how readily their schools could adapt to (a) an increase in the length of the practicum (with number of students held constant), (b) an increase in the number of student teachers (with length of practicum held constant), and (c) changes in the role of cooperating teachers. The responses suggest that schools may be able to adapt well to an increase in the length of the practicum and changes in the role of cooperating teachers but less well to increases in the number of student teachers. Since the second of those is not an anticipated trend,[1] these findings augur well for changes in the practicum program which may affect length and role.

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[1]Principals responding to questionnaires were those in Edmonton schools having the largest number of student teachers.

INTERORGANIZATIONAL RELATIONSHIPS

1. Many of the implications set out above point to a need to clarify the roles of participants in the practicum, especially for cooperating teachers and faculty consultants. Practicum associates were one group in the latter category for whom this appears to be a particular need. Perceptions of respondents who were members of the Faculty of Education Practicum Committee established in 1977-78 suggest that progress has been made in meeting these needs. Respondents anticipated continued progress in 1978-79 with few factors identified which may serve as barriers to implementation of recommendations. Favorable evaluation on items drawn from the theoretical background on interorganizational relationships and collateral temporary systems, which have been identified in previous studies as being associated with high levels of effectiveness, suggests that the Practicum Committee is a valuable component of the practicum program.

2. Information gathered from external organizations (ATA, ASTA, Department of Education, Department of Advanced Education and Manpower) and central office administrators in the Edmonton Public and Edmonton Separate systems suggest that levels of communication with the Faculty of Education have improved in the last two years. The perceptions of these respondents are consistent with those reported by others with respect to the need to clarify the roles of persons involved in the program.

CONCLUSION

The purposes of the study were (1) to apply the concepts of organizational effectiveness in the design and administration of instruments in a situation of current interest in education, (2) to conduct a pilot-test of items which might be incorporated in instruments used in a more formal evaluation, and (3) to contribute to the pool of base-line data in the ongoing evaluation of the practicum program. These purposes have been met in the manner outlined in this chapter.

A review of theory on organizational effectiveness revealed two broad approaches and many criteria which have been adopted, either singly or in combination, in previous studies. The broad framework adopted for this study facilitated the design and administration of instruments which included items which had been validated in previous studies. It may be concluded that a conceptual framework drawn from the literature on organizational effectiveness is of value in evaluating programs of the kind considered in this report.

This study has permitted the identification of a number of items which may be used in more formal evaluations. These include those derived from previous studies in areas other than teacher preparation programs related to (1) role conflict and ambiguity, (2) interorganizational relationships, and (3) temporary systems. Utility has also been demonstrated for those prepared especially for this study or modified from ones used in other evaluations of practicum programs. These include items seeking perceptions of

(1) the extent of preparation of students for practicum experiences; (2) the extent to which the practicum helped correct deficiencies in preparation; (3) actual and preferred emphases given by cooperating teachers and faculty consultants to selected activities; (4) the extent to which the formally-stated objectives of the practicum have been attained; (5) selected indicators of effectiveness, efficiency, and adaptability/flexibility; and (6) organizations and individuals responsible for the practicum. Items with inappropriate wording have been identified while the value of supplementing questionnaire information with that obtained in interviews has been noted.

The study has also contributed to the pool of base-line data on current practicum programs. These data gave rise to a number of implications related to the goals of the practicum, the roles of cooperating teachers and faculty consultants, the adaptability and flexibility of schools in coping with change, and the relationships between the Faculty of Education and other organizations with an interest in the practicum. The limitations with respect to generalizability were noted, with these implications largely drawing attention to issues which should be the subject of investigation in a more formal evaluation. The consistency of several findings, especially those related to the need to modify, clarify and communicate the roles of persons involved in the practicum, does suggest, however, some areas in which immediate action might be taken.

In general, it is apparent that this study in organizational effectiveness, conducted within the constraints of a doctoral seminar in the Department of Educational Administration, has provided valuable information in the ongoing evaluation of the practicum program at the University of Alberta.

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APPENDIX

Perceptions of the Goals of the Practicum

Cooperating teachers, faculty consultants and student teachers were invited to give their perceptions of the goals of the practicum. Responses were summarized in forty-four goal statements, classified according to broad purposes as follows:

A. Decisions by the Student

1. To provide the student teacher with a basis for determining his suitability for teaching.
2. To help the student teacher make wise career choices in terms of subject specialization, grade and age level taught.
3. To provide the student teacher with an opportunity to determine his strengths and weaknesses so that he may plan his remaining program of studies.

B. Decisions by Others

1. To provide a basis for assessing the potential ability of the student teacher.
2. To screen out those individuals who are unsuited to teaching.

C. Awareness of Teaching

1. To provide the student teacher with an opportunity to become familiar with curriculum, texts, and materials.
2. To provide opportunities for the student teacher to gain a knowledge of professional ethics.
3. To help the student teacher gain an awareness of individual differences among students.
4. To provide an opportunity for the student teacher to observe a variety of teaching techniques.
5. To provide the student teacher with an opportunity to interact with experienced teachers.

6. To expose the student teacher to the organization, procedures and policies of schools and school systems.

7. To help the student teacher gain an awareness of classroom practices, procedures, routines and organization.

D. Development of Competencies

1. To develop the teaching competence of the student teacher.

2. To help the student teacher develop his ability to deal with discipline problems in the classroom.

3. To develop skills in adapting objectives, methods and materials to meet individual differences among students.

4. To help the student teacher increase his repertoire of teaching methods.

5. To help the student teacher learn the "role" of the teacher.

6. To help the student teacher develop administrative skills.

7. To help the student teacher develop planning skills.

8. To help the student teacher develop skills in establishing objectives.

9. To help the student teacher develop his research skills.

10. To help the student teacher develop interpersonal skills.

11. To help the student teacher develop communication skills.

12. To help the student teacher develop skills in using audio-visual equipment.

13. To help the student teacher develop skills in classroom organization.

14. To help the student teacher develop clerical skills.

15. To help the student teacher develop skills in motivating students.

16. To help the student teacher develop skills in dealing with students in a professional manner.

17. To help the student teacher develop evaluation skills.

18. To help the student teacher develop skills in self-evaluation.

19. To help the student teacher develop questioning skills.

20. To help develop professional qualities in the student teacher.

21. To help develop the confidence of the student teacher for working in a variety of classroom situations.

22. To help develop in the student teacher a positive self-image and high self-esteem.

23. To instill in the student teacher a long-term commitment to further skill development.

E. Opportunity to Practise

1. To provide the student teacher with an opportunity to put theory into practice.

2. To provide the student teacher with an opportunity to practise teaching in a real situation.

3. To provide the student teacher with an opportunity to "try out" a variety of teaching methods.

F. Secondary Purposes

1. To provide the best possible experiences for the elementary and secondary students receiving instruction from the student teacher.

2. To help keep the faculty of the University "in touch" with schools.

3. To provide cooperating teachers with information regarding current educational trends, techniques and knowledge.

4. To help renew the enthusiasm of cooperating teachers through a re-evaluation of their teaching methods.

5. To provide the University with feedback which may be used to improve the total teacher training program.

6. To provide a channel of communication between the University and school systems.